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EDUCATIONAL MEDIA AND THE INHUMAN CONDITION.

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SINCE THE DEFICITS OF THE DISADVANTAGED INDIVIDUAL ARE USUALLY INDUCED BY HIS ENVIRONMENT, IT IS ONLY THROUGH A POSITIVE MANIPULATION OF HIS TOTAL ENVIRONMENT THAT THESE DEFICITS CAN BE REMOVED. DISADVANTAGED GROUPS LIVE IN A WORLD ISOLATED FROM THE CULTURAL MAINSTREAM AND ARE, THUS, ALIENATED FROM THE EDUCATIONAL PROCESS AND FROM MIDDLE-CLASS COMMUNITY ORGANIZATIONS. ALSO, DISADVANTAGED FAMILIES LACK STANDARD INFORMATION ON FAMILY PLANNING, HEALTH, AND SANITATION MEASURES AND HAVE A LIMITED NUMBER OF ETHNIC SUCCESS MODELS AVAILABLE TO THEM. ONE METHOD OF INVOLVING AND MOTIVATING THE ALIENATED INDIVIDUAL IS THROUGH THE INTEGRATED USE OF COMMUNICATIONS MEDIA, INCLUDING PROGRAMED INSTRUCTION, TELEVISION, TELEWRITER, AND A COMMUNICATIONS SATELLITE SYSTEMS WHICH WOULD REDUCE THE COST OF NATIONWIDE EDUCATIONAL TELEVISION. COMMUNITY LIBRARY PROGRAMS, DIRECTED AND STAFFED BY PERSONS SENSITIVE TO THE NEEDS OF DISADVANTAGED GROUPS, MIGHT BE ESTABLISHED, AND THE DAILY DELIVERY OF NEWSPAPERS TO LOW-INCOME AREAS INSURED. IN ADDITION, ADVERTISING COMPANIES MIGHT CAMPAIGN TO PROMOTE EDUCATIONAL INVOLVEMENT WITHIN DISADVANTAGED GROUPS. FURTHERMORE, BUSINESS AND INDUSTRY MUST ASSUME A LARGE RESPONSIBILITY FOR RE-EDUCATING THE MASSES WHO HAVE BEEN DISPLACED BY INCREASING AUTOMATION. THE FEDERAL GOVERNMENT ALREADY CONTRIBUTES TO THE SUPPORT OF EDUCATIONAL MEDIA. HOWEVER, INSTRUCTIONAL PROGRAMS AND NEW MEDIA CANNOT ALONE ELIMINATE THE ENVIRONMENTAL CAUSES OF EDUCATIONAL DISADVANTAGEMENT. THIS ARTICLE IS APPENDIX D TO THE EDUCATIONAL MEDIA COUNCIL STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES..., PART 1--EDUCATION OF THE CULTURALLY DISADVANTAGED, FINAL REPORT. (LB)

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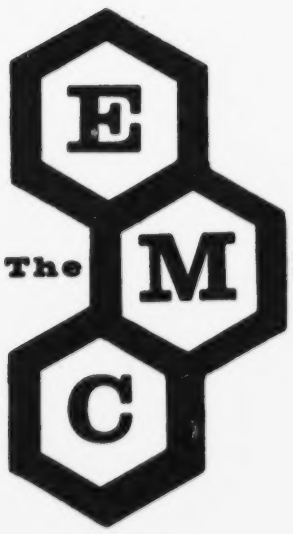

The Educational Media Council

FINAL REPORT

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A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES TO ASSIST IN CERTAIN EDUCATION PROGRAMS OF NATIONAL CONCERN

PART I: EDUCATION OF THE CULTURALLY DISADVANTAGED

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EDUCATIONAL MEDIA AND THE INHUMAN CONDITION*

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A recurring question arising from contemporary concern with the education of culturally disadvantaged families is how we may effectively use educational media to alter the inhuman effects of impoverished living.

The problem at large is the development of aspiration, hope, dignity, and know-how for tens of thousands of disadvantaged families. These are the impoverished that are present in every geographical area of this country, concentrated in certain pockets of poverty--the inner city slums, migrant labor camps, Indian reservations, and certain rural areas of Appalachia and the Southwest. They represent various races and creeds but tend to have common educational deficiencies to pass on to each successive generation. These include deficiencies in concept development--time, number, space, and causality; severe language disabilities; health deficits; intellectual and educational retardation. Such deficits are usually environmentally induced. Having limited opportunity to actively explore diverse objects and communicate in various forms through multiple avenues, at least through rich stimulating ones, these and other deficits naturally ensue.

But this represents only a partial view. Living in a cultural Siberia commonly results in school dropout, delinquency, and crime, effectively foreclosing opportunity for breaking the cycle of failure. Upon finding himself in these straits, or perhaps during the process, the individual suffers progressive loss of hope and sees no way to alleviate his condition. For all essential purposes such an individual is alienated from the mainstream of society--relegated to <u>inhuman conditions of living</u>.

Educational media, for purposes of this discussion include the total spectrum: television, programed instruction, various forms of graphics, recordings, print, etc. Although printed materials are commonly managed separately in libraries, television by separate enterprises, various other media by audiovisual specialists and language laboratories--the complexity of problems we are concerned with here will ultimately require an integrated, total involvement approach. The practices of the past--piecemeal utilization and repetition of effort and resources--may yield interesting "findings" for eager researchers, yet will have little impact on the problem at large. Consistent with the myriad of problems, involving in reality the total human complexity, approaches, to be effective, must be broadly based, integrated, relevant to specific problems, <u>and</u> oriented toward the development of humanness.

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*Prepared for the Educational Media Council, Incorporated.

Specific problem areas are amenable to educational media. Though we would be foolish to assume that media alone can dramatically alter the inhuman condition. Humanness--hopes and fears, aspirations, superstitions, attitudes, values, prejudices, likes, dislikes, loves, hates--is essentially learned through human interaction. As children grow they assimilate the characteristics of the adults close to them. Destinies are shaped early. No amount of environmental manipulation begun at adulthood is likely to erase the effects of early deprivation. But it is clear that a degree of positive change can be accomplished. And it is with this hope and expectation that approaches are planned. Inanimate objects do not directly transmit humanness, but desirable or undesirable human qualities can be portrayed, described, and ultimately accommodated into an individual's behavioral patterns. Television, for example, has been remarkably effective in promoting lust, greed, delinquency, and crime. Comparable talent, time, and material resources, conceivably, could significantly alter these conditions.

Problems of Disadvantaged Families

Substandard conditions of living have resulted in chronic dependence for large portions of society. Some dimensions of the inhuman conditions characteristic of disadvantaged families are as follows:

1. Families do not value the school as a supportive institution. They view education as desirable but sustain little hope for systematic academic success. Schools have not as yet accepted into practice the all-important concept of individuality. Standardization, instruction based on irrelevant printed materials, inappropriate testing, grade-level standards, ABCDF reporting (D and F for the disadvantaged), obsession for cleanliness and routine, narrowly defined educational roles ("We can't help it if he has cavities or if he is hungry; our job is to teach."), and enforced estrangement between the school and the parents of the poor have conspired to produce educational alienation.

2. Community service and social organizations effectively deny participation of low-income people. Many Parent-Teacher Associations have deteriorated, if indeed they were ever different, to money-changing mercantiles intent on such activities as praising ineffective, bored teachers through teas and treats. The inhuman condition of poverty has fostered precious little acquaintance with teas and treats. For soliciting total involvement of the community in the tasks of the school, this represents a form of insidious yet effective discrimination.

The welfare system contributes to degradation of the poor in numerous ways. Prospective clients are commonly asked questions reflecting upon marital fidelity and moral conduct. Political alignment in certain areas determines whether, or how much, aid is forthcoming. Certain it is that all values held by middle-class people are not worth striving toward.

And certain it is, in the realm of value considerations, that educational focus upon one segment of society alone will fail to alleviate the ills of any segment. Many churches continue to ban Negro worshippers from their midst, confusing their campaign of hate with the teachings of Christianity.

3. Few would deny that education is the answer to poverty, yet educational focus has not been directed toward that remarkably effective educational institution, the family. Parents know little about reinforcing the values and expectations of the school. Yet the minimal attention directed to parents typically occurs after children have entered school--too late for optimum effectiveness. If education were organized consistent to the way children grow and develop, more educational time and money would be spent during the preschool stage than during the high school years. Since preschool children learn from their parents essentially what the parents have learned (learning through imitation is extremely effective during infancy and early childhood), it follows that education during early parenthood would result in fewer complications for children upon arrival at school.

4. Families have little knowledge of health and sanitation. Aspirations for higher-order human needs--esteem and self fulfillment--remain inoperative in the absence of physiological and affectional need fulfillment. That is, the educative process will be ineffective for people suffering from dietary deficiencies, disease, and inordinate physical abuse. Consequently, the base of education must be broadened to ensure prevailing basic need fulfillment. This must be done in ways that allow individuals to preserve dignity.

5. Families of minority groups (especially Negro and Mexican-American) have limited acquaintance with success figures. The absence of Negro and Mexican-American models on television, radio, or in the immediate community contributes to the absence of achievement motivation. How, for example, can a Negro aspire to become a respected Negro lawyer if he has never seen one or if he knows one who has suffered repeated abuse by his "successful colleague"?

6. Parents need assistance in planning families and in establishing permanent family structures. Those least equipped to provide for rudimentary living needs and to create stimulating conditions for intellectual and social development typically bear the greatest responsibilities through giving birth to many children. Concerns related to rearing a large family in the absence of regular income lead to conflict, separation, and divorce. Among the many elements contributing to delinquency, dropout, and inferior human relations through the life span, none is more devastating and sure in its effects than the broken home.

7. Family members are perceptually restricted. We have known for a long time that individuals practice selective perception. What

exists is not so important to the person as what he thinks exists He behaves according to how things seem to him at the moment How things seem depends upon what has happened in the past Misinformation may have been (for the disadvantaged commonly is) the rule rather than the exception. This is particularly true in regard to ideas held about social institutions that have produced large measures of success for everyone else, but rarely for oneself or one's close relations This knowledge, of course, holds important implications for educative procedure

Severely impoverished families are alienated from the mainstream of American society intellectually and physically They do possess certain cultural strengths, though it appears that these are strengths only in relation to negative traits which their culture possesses No concrete evidence has been produced that indicates systematic superiority over the "mainstream" or "middle-class" culture on any variable This should not preclude recognition and utilization of positives peculiar to the poor More importantly, compensatory approaches cannot be narrowly focused upon the sentimentalities of searching for poorly defined positives while neglecting direct attack on obvious deficiencies A more sensible approach would recognize the problems which are intolerable in today's world and direct compensatory approaches toward accommodation of "strengths" of the culture, e g, physical orientation to learning, slower learning style, unique modes of communication Essentially, instructional strategy would proceed from diagnosis, and comprehensive diagnosis results in a picture of strengths and deficits

It is common knowledge that disadvantaged youngsters depend heavily upon nonverbal messages--tone, expression, gesture, mood, movement, silence, etc , for gaining meaning from teachers [1] We may consider ability to gain meanings in this way as a positive aspect of the culture, in one sense, but viewed from an instructional perspective, how much is known about maximizing this knowledge in interpersonal contacts? How may educational media be utilized to convey messages that are only intuitively grasped by perceptive, sensitive, empathic individuals? It is conceivable that progress may result from simultaneous usage of several techniques coupled with imaginative evaluation Whatever the approach, the technique, or the media, these intolerable deficits--illiteracy, disease, fear, superstition--must be replaced by literacy, good health, hope, confidence, and educational know-how

Toward a Psychology of Learning for Humans

The degree of importance that one attaches to teaching machines and programed materials depends largely upon beliefs about the nature of learning

[1] Basil Bernstein "Social Structure, Language, and Learning," Educational Research III, June 1961 p 163-176

and development, and whether instructional practice should eventuate from either.

> The appearance of a profusion of programmed materials in the past two years is witness to the use of reinforcement theory as a basis for prescription in instruction. The reasonable success of these materials is then said to validate the theory behind them as a basis for prescription . . . if this approach is really modeled after the nature of learning, the results of programmed materials should surpass those of the usual approaches by extremely large actual as well as statistically significant differences . To date there is no evidence to indicate this overwhelming superiority.[2]

Learning theory may in reality have a great deal to say about instructional theory when more accurate descriptions of learning are available. It is quite probable that many active writers and researchers are continuing to extract educational implications from outmoded psychology.

> Unquestionably the stimulus-response model of learning is by far the easiest model on which to base research . . . this pattern has had such a monopoly on the field that some psychologists call it "learning theory", implying that no other conceptual model is possible. . . . For 50 years it (S-R model) has almost monopolized the facilities of the experimental laboratories, and during that time this theory has not led to the invention of a single educational technique which was not already in use and originally derived from the prescientific folk theories of exercise, reward, and punishment . . . If reinforcement theory could be put into educational practice, it would only serve to teach what is already known, to promote conventional, conforming behavior, to prepare pupils to live in a world exactly like the one in which they are educated.[3]

The mechanistic stimulus-response ideas are being replaced by modern psychology that views man in the process of becoming a self-actualizing being.

> Present-day teacher education is still deeply influenced by the stimulus-response (S-R) approach . . . it has become clear that so mechanistic a view of psychology cannot supply the answers we need . . . a whole new practice has arisen calling for new theoretical concepts, new

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[2]James B. MacDonald, "Myths About Instruction," Educational Leadership. XXII, May 1965. p. 573.

[3]Donald Snygg. "A Cognitive Field Theory of Learning," in Learning and Mental Health in the Schools. ASCD 1966 Yearbook.

> understandings, and new directions. . . . The most important thing about man is his existence, the fact of his being and becoming. Modern psychology sees man as engaged in a continuous striving for self-fulfillment.[4]

Hunt[5] has produced an effective condemnation of the notions of fixed intelligence and predetermined development. His extensively documented work points out clearly that a great deal more goes on between the ears than implied by stimulus-response theory. Gordon[6] carries this thinking further to develop a comparative schema illustrating changing conception of human potentiality. He shifts the focus from a fixed, innately determined, to a dynamic, environmentally modifiable model.

Newtonian Model Man	Einsteinian Model Man
A mechanistic, fixed, closed system characterized by:	An open-energy, self-organizing system characterized by:
(1) fixed intelligence	(1) modifiable intelligence
(2) development as an orderly unfolding	(2) development as modifiable in both rate and sequence
(3) potential as fixed, although indeterminable	(3) potential as creatable through transaction with environment
(4) a switchboard model brain	(4) a computer brain
(5) a steam-engine driven motor	(5) a nuclear power-plant energy system
(6) homeostatic regulator (drive reduction)	(6) inertial guidance and self-regulatory feedback-motivation system
(7) inactive until engine is stoked	(7) continuously active

The Einsteinian (transactional) view implies interaction of independent entities--person to person or person to event--and suggests that "behavior cannot be understood apart from the situation in which it occurs."

These new conceptions are resulting in re-examination of learning, development, and motivation. Man is viewed as an active, competence-oriented, self-actualizing system. His development toward self-fulfillment is largely dependent upon the nature and quality of his interactional life experiences.

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[4]Arthur W. Combs. The Professional Education of Teachers. Boston: Allyn and Bacon, 1965. p. 10, 16.

[5]J. McVicker Hunt. Intelligence and Experience. New York: The Ronald Press, 1961.

[6]Ira J. Gordon. Studying the Child in School. New York: John Wiley and Sons, 1966. p. 2.

The interrelationships that exist among language, intelligence, thinking, and social, physical, and emotional factors imply that growth toward self-fulfillment has a unitary, integrated focus. The individual is shaped by nature and nurture. Educators do not, as yet, tamper with the genes. Consequently, we focus upon the nature and quality of experiences that <u>are</u> amenable to environmental manipulation (see Figure 1).

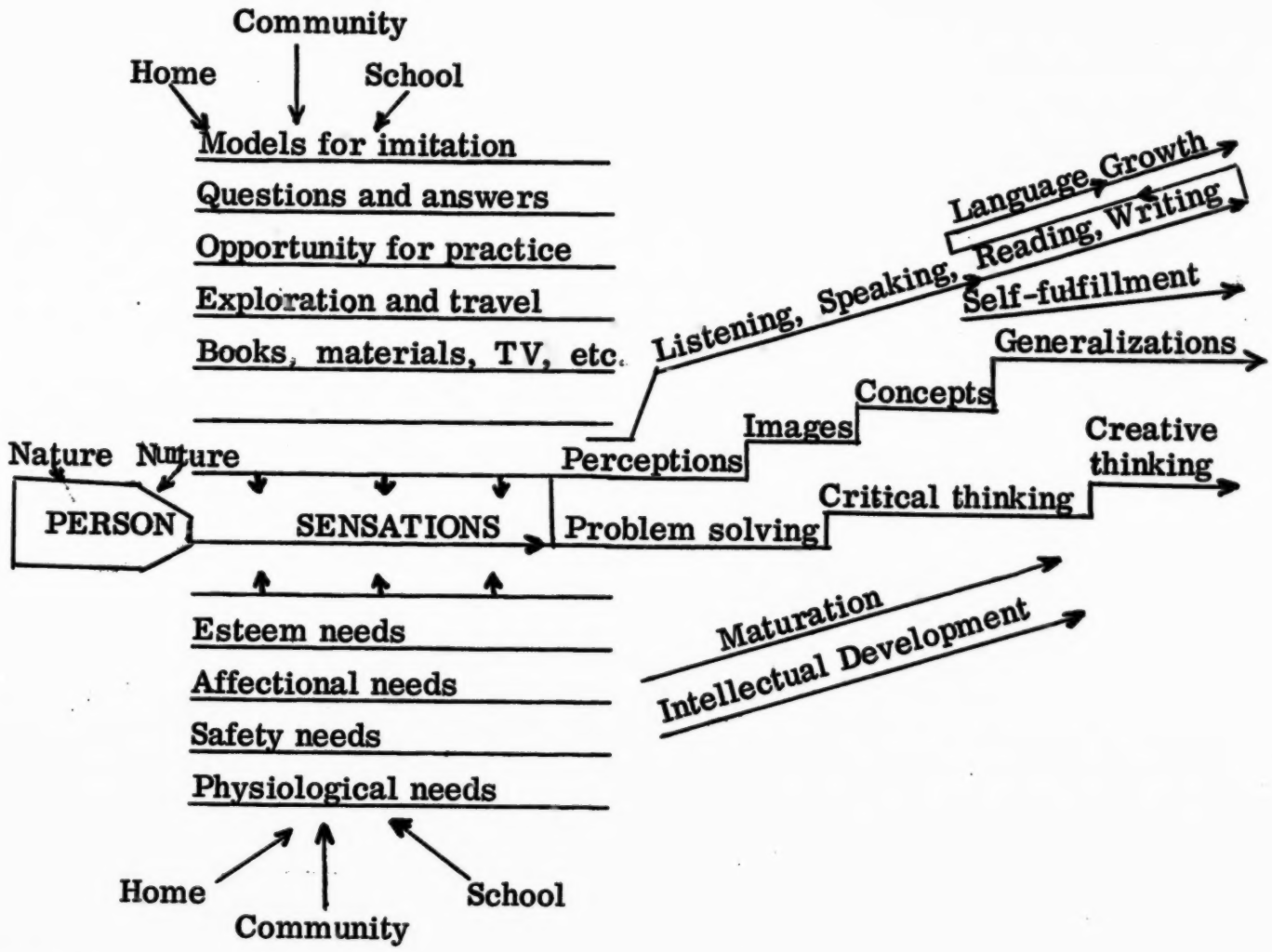

Figure 1[7]

[7]Figure 1 and accompanying descriptions were adapted from Joe L. Frost. "Language Development in Children, " in Guiding Children's Language Learning. (Edited by Pose Lamb) Dubuque: William C. Brown, 1967. (in press)

Schema for Human Development

The individual has certain inborn needs, reinforced by the culture of his home and community, which seek fulfillment: physiological needs--food, clothing, and health; safety needs--freedom from physical abuse and mental stress; affectional needs--facilitative people around him; and esteem needs--favor and appreciation of his peers. Hawkes[8] states the challenge clearly:

> If the gap between what society actually provides in terms of the effective wherewithal for living and what it purports to provide becomes too great, the individual becomes frustrated and skeptical and will sooner or later seek a new society in which he does not perceive this great gap. The effective society is one which enables the individual within it to develop personal loyalties because his needs are being met. Aspirations can then follow which are congenial to social values held by the society. . . it appears that some of these appetites of human beings must be accommodated before others can blossom and mature.

As the individual grows through time, he gains skill in language and thinking. As he experiences widely, he engages in more complex thinking. He begins to formulate procedures which are widely recognized as scientific problem solving: isolating a problem, gathering information for possible solutions, taking action aimed toward a solution, drawing tentative conclusions in terms of these commonly held values, and applying them in varied situations. As he builds backgrounds of meanings, values, and norms are called up automatically without undue consideration of consequence or effect. He needs "telling" less often and weighs information to reach the "best" conclusion. Percepts and concepts are thrown into fresh combinations to accommodate the individual's enlarging world of thinking. This leads to the emergency of the highest form of language and thought activity--creativity.

All persons have the potential for creative behavior, but substandard conditions of living may restrict or prohibit its emergence. The conditions that facilitate creative behavior are conditions that contribute to self-fulfillment. In the past, creative activity implied only tangible products, but this misconception is being replaced by a more dynamic view.

> We still search for and encourage the tangible, but the concept of creativity has been enlarged to include ideas, decisions, relationships, problem-solving: results of man's cognitive powers. The

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[8]Glenn R. Hawkes. "Human Needs and the Community," in The Disadvantaged Child: Issues and Innovations. (Edited by Joe L. Frost and Glenn R. Hawkes) Boston: Houghton-Mifflin, 1966. p. 419.

> product, whatever form it may take, would not evolve without the process. The growing realization of the universality of creativity, of man's heretofore unsuspected capacity for creativeness, of the uniqueness of every individual places the idea of creativity in new perspective. . . . Creativity is necessary for a fully adequate personality.[9]

These views hold powerful implications for media and content. What should be communicated? Hadley Cantril[10] suggests seven requirements the individual places on society. An individual must have the opportunity to develop (1) a sense of personal identity and integrity; (2) a sense of worthwhileness; (3) a sense of community; (4) a sense of self in both time and space; (5) a sense of personal development; (6) a sense of commitment; and (7) a need for societal mechanisms which will ensure the satisfaction of the human appetites.

Perhaps the most promising contribution of automation will be revealed in number seven--ensuring the satisfaction of the human appetites. Beyond this requirement, as needs become increasingly humanistic, mechanistic contributions promise decreasing effectiveness.

Prospective Contributions of Programed Instruction

The use of certain educational media for disadvantaged parents or their children warrants careful prescription. The philosophical and psychological bases that have enhanced educational deficiencies in the past are now the bases for promoting mechanistic revisions that convey questionable prospect for educational progress. I view the basic problems of the poor as humanistic, not mechanistic; psychological, not logical. Specifically, I see no way for kits of workbook-type materials, programed materials, and teaching machines to probe beyond elementary symptoms to the basic issues of discrimination and educational alienation. Our greatest efforts should be aimed at alleviating these conditions. The many "basic to living" problems resulting from discrimination--lack of food, clothing, shelter, and health; loss of hope and aspiration--must also be dealt with before common "school-type" experiences will have meaning. Educational alienation has resulted in part from inappropriate instructional practices using materials that lack relevance to the poor. While I recognize the value of programed instruction for teaching or practicing factual information for

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[9]ASCD. Perceiving, Behaving, Becoming. Washington: Association for Supervision and Curriculum Development, 1962. p. 142.

[10]Hadley Cantril. "The Individual's Demand on Society," in Conflict and Creativity. (Edited by Seymour M. Farber and Roger H. L. Wilson) New York: McGraw-Hill, 1963.

some, the widespread misuse of such materials prompts careful prescription for disadvantaged people. Further, I would submit that only teachers with sufficient flexibility and insight to develop materials appropriate to this group be retained for the purpose of teaching. It is imperative that the prevailing practice of placing the least effective teachers with the least effective learners be discontinued. Only the best kind of teacher will make any lasting difference with the disadvantaged. The teacher who must rely upon printed guides will fail regardless of approach. We have commonly assumed otherwise because most "middle class" people learn amazingly well--but middle-class people learn a great deal of information in spite of the teachers.

Imaginative utilization of carefully programed machines holds promise for success in certain tasks. For example, the teaching of reading to illiterate adults or on-going instruction in reading and mathematics for any age group may be facilitated. The possibility exists that many educationally disadvantaged adults would feel more comfortable and learn certain skills more effectively from a computerized machine than from the ordinary teacher, especially those adults who have been effectively alienated by the common teaching-learning experiences. Making learning a family affair, with several members (any age level) receiving simultaneous instruction via highly individualized programs may help build closer family solidarity.

Alleged advantages of such mechanized systems include unlimited patience, instantaneous analysis of responses, provision of unlimited information, and the automatic production of student progress records. Careful attention to such teaching may allow the truly creative, flexible, supportive teacher to reach more people. A likely location and time for such programs would be in public schools, after school hours.

Developing Imaginative Library Programs

Much depands upon the distribution range of information materials. Many parents fail to subscribe to newspapers and magazines simply because they cannot afford the cost. Ways should be found to ensure daily delivery of newspapers to low income areas. Area merchants may be eager to assume this cost for advertising purposes. The common belief that these families dislike reading has not been demonstrated in practice. On the contrary, many are avid readers of "junk" material which is traded from home to home.

Cost consciousness has been largely responsible for the enforced absence of the poor from city, county, regional, and school libraries. Great concern over torn pages, overdue books, permanent residence status, and the reservation of school libraries for school children may save a few dollars but take the eventual toll from literacy and human potentiality.

Being assessed a library fine, a matter of course for middle-class adults, may be comprehended as a minor crime to the disadvantaged parent.

Such practices that have failed in the past should be reviewed and replaced by more acceptable ones. For example, a sensitive person may be assigned to writing letters, making phone calls, or visiting homes of the poor to communicate understanding of library resources. In any event, I hope to make clear here that the provision and manipulation of media alone, print or otherwise, will not significantly alter the inhuman condition. Sensitive, empathic, perceptive humans are essential.

Let us consider the efforts of a perceptive elementary school librarian. The library contained a section of books for parents, to be checked out by children or the parents themselves. Many paperbacks were available, reducing cost, increasing titles available, and allowing for occasional loss. Specified times were set aside for parents to visit the library, browse, check out books, listen to recordings, or use the school facilities for small group meetings. Books were often returned by the children with instructions for checking out others. No fines were assessed. The occasional parent who lost a book was encouraged to check out others. The myopic educational vision of school boards, administrators, and teachers that views dimly the prospect and promise of comprehensive interaction between the school and the parents of the poor whom they serve has resulted in our present "closed shop" institutions. The effects need no elaboration here.

Space Age Communication: Promise and Challenge

The comprehensive utilization of a communications satellite system promises to become the most significant educational media innovation of this generation. A program similar to those recently proposed by the Ford Foundation and/or the Communications Satellite Corporation would provide for a large proportion of the total cost of nationwide educational television; would come from the savings realized by domestic communications carriers (television, telephone, telegraph) through switching from towers, cables, landlines, and mail routes to a less expensive satellite system. Such a system would have unlimited and inexpensive television coverage in homes, schools, and other community buildings. The prevailing issue, however, would remain: What shall be communicated? By whom? For what purpose?

Regional centers for the development of programs would undoubtedly be needed to avoid costly repetition; to provide for high-quality professionals from education and the television industry; to evaluate community needs.

Another inexpensive and promising approach for communicating with disadvantaged families is the telewriter approach, a system using the media of electrowriter, remote chalkboards, and an amplified telephone conference set. Leased telephone lines are used to provide two-way voice communication and for the transmission of an individual's handwriting which is automatically duplicated on large screens in assembly rooms at remote locations. This provides for very large group utilization of a few highly trained individuals. The participant can react verbally but lacks a visual

image of the speaker, who may be hundreds of miles distant, sitting in his office. Increased effectiveness of this technique should be accomplished through a communications satellite system that may provide for the use of multisensory input--including direct visual and auditory participation of all individuals involved, wherever they may be. Telewriter can be viewed as a preliminary approach since it lacks the important element of visual projection and the relative simplicity of a satellite system which will provide an unimaginable complexity of services.

These space age systems will allow the Negro to interact with "success" figures; interaction of the Mexican-American migratory families with prospective employers well in advance of migration. Neighborhood systems, housed in familiar buildings, operated by persons who live in the neighborhood will conceivably promote fair labor practices, for transmissions can be taped and replayed at will.

Contributions from Business and Industry

Educators must not overlook avenues of attack developed by people not closely associated with teaching and the schools, which may produce promising practices. An initial OEO grant of $188,000 was used to launch an experimental attack on poverty, supporting a plan by a long-time labor union official to "achieve cultural, social, political, and psychological renewal."[11] This proposal included:

1. A cultural center where local talent will act out the "internal expression of the community."

2. Federal sponsorship of unofficial town meetings where participants will debate their own pocketbook interests in national politics.

3. A government-backed newspaper run by local amateurs guided partly by labor unionists.

Although considerable controversy exists over the validity of "poverty designation" for this particular area (formerly Willow Run Village, Michigan), suggestive elements for programing remain.

Cass[12] suggests that education as a market and education as a human process are not the same thing. In spite of the Great Society program and recent mergers of publishing and electronics firms and the resulting hysterical drive to "create and market educational materials,

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[11] "Would You Fight Poverty This Way?" Nation's Business. LIII, April 1965. p. 104.

[12] James Cass. "Education in America," Saturday Review. July 16, 1966. p. 49.

systems, and services," the instructional programs that "promise to improve the quality of instruction, increase the efficiency of learning, and achieve the long-sought goal of individualized instruction," have not materialized. Further, considerable effort and money is being devoted to traditional channels that provide more of the same.

The advertising industry, extraordinarily effective in promoting practically everything except education, should be called upon to create techniques for developing education consciousness in low-income families. This would undoubtedly lead to focus upon the programs that these people view most often. Consider, for example, a country music show or a blues special interspersed with imaginative suggestions (and support by the performers) for promoting Johnny's school success; or a forty-foot billboard illustrating in unique form and color the time, date, place, and purpose of the next PTA meeting; or regular television programs beamed from the classroom to the home; or imaginative newspaper ads welcoming the migrant labor families to the community, outlining procedures for enrolling in school, offering free counsel in the home if needed.

Movement toward a cybernetic culture is preceding the preparation of society to live usefully and creatively in undreamed-of abundance and leisure. With nuclear energy and electronic computing machines on the threshold of replacing the drudgery of replicative tasks with unlimited freedom for human tasks, one-fifth of the nation lives in poverty. To learn to live in leisure and abundance is the task of many; to survive is the task of many others. Before this situation is reversed, we shall find ourselves in the strange situation of reversing efforts from training the poor for jobs, to training them for leisure. No human bookkeeper can match the computer; no baker the computerized bakery; no assembly line worker the intricate assembly machinery now in use. To train for such tasks in the future will be to substitute a human slave for a mechanical one.

The Athenian and the Roman enjoyed a life of leisure but their slave was human, not machine. The lesson is clear. The Athenian lived a fruitful human existence, creating enduring beauty, excelling in art and philosophy, engaging in abstraction and generalization. The Romans were practical but visionless, storing up luxuries and material conquests. We are faced with the same choice--and the same fate.

The fruits of automation--the very machines that produce leisure--must pay for education for the art of living. Just as the Ford Foundation proposed that a portion of the savings from the use of communicating satellites be used for establishing national educational television, so must similar space age revolutions pay the bill for re-educating and renewing the living of disadvantaged families. Business and industry must share the fruits of science to bring re-education in tune with decreasing manpower needed for increasing production.

The limited success of compensatory programs of recent years leads to the conclusion that the time has come when all families should be guaranteed an annual income sufficient to provide the bare essentials of human sustenance. The prevailing contention that such aid would dampen incentive may well be a myth. For only when the basic human needs--food, clothing, shelter, health--are met will individuals direct their energies toward the attainment of self-esteem, intellectual goals, and human service.

Federal Contributions to Educational Media

At the present time, with record amounts of Federal support for educational media, educators are hard-pressed to produce programs to match the already available machinery. This is often stated in another fashion--the quality of "soft ware" does not match the quality of hardware. And as Davis[13] points out, "for years the moan has been 'If only we had the money we could build a real program!' The Congress voted the money, probably not enough, but millions, and educators' long-held posture was seen for the bluff that it was."

A summary[14] of federal educational programs providing support for new media shows the amount of support, the supportive agencies at state and local levels, and other pertinent facts of interest to educators. The types of aid for new media are noted here:

National Defense Education Act

(1) Matching funds for purchase of instructional materials and equipment in elementary and secondary schools

(2) Equipment and materials for state supervision of instruction

(3) Research and dissemination of information about the use of new media, which may be done by individuals and by public and nonprofit institutions

(4) Institutes for training teachers and educational media specialists with funds for rental, lease, or purchase of instructional material and equipment

Arts and Humanities Act

(1) Matching funds for the purchase of instructional materials and equipment at the elementary and secondary levels

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[13]O. L. Davis. "Title I: What a First Inning!" Educational Leadership. XXIV, October 1966. p. 17-18.

[14]Educational Screen and Audio-Visual Guide. XLV, June 1966. p. 26-27.

Vocational Education Act

(1) Purchase of materials and equipment for improvement of vocational education programs

Economic Opportunity Act

(1) Instructional materials and equipment for training disadvantaged youth

(2) Instructional materials for preschool training of disadvantaged youth

(3) Instructional supplies, equipment, and teaching aids for adult-literacy programs

Elementary and Secondary Education Act of 1965

(1) Financial assistance (grants) for the education of children of low-income families (elementary and secondary)

(2) Grants for the purchase of library books, audiovisual materials and textbooks

((3) Grants for projects to provide new educational services and to develop model educational programs

(4) Grants to various types of institutions, agencies, associations, and organizations for research and demonstration programs

(5) Development of regional laboratories for assistance to schools and regional pilot programs for special services

Higher Education Facilities Act

(1) Matching grants and loans for academic facilities and instructional equipment for higher education

Higher Education Act of 1965

(1) Books and instructional materials (including audiovisual) for libraries

(2) Matching funds for laboratory, audiovisual, and closed-circuit television equipment and materials

(3) Faculty development programs for training in the use of educational media equipment

Conspicuously absent among these provisions are funds and programs for learning how to use media more effectively with families in out-of-school contexts. Apparently, these programs do allow flexibility for involvement of parents in many school-related activities. Title II-B of the Economic Opportunity Act released $21,100,000 for adult literacy programs during 1965-66. This relatively small figure compared to various other educational appropriations reveals questionable emphasis.

Reappraising Educational Contexts for Total Involvement

Where and when can educational media be used most effectively with disadvantaged families? Obviously, the slum home is not the answer. Instability, conflict, and lack of supervision preclude meaningful participation. The community center does offer a relative degree of security and proximity and supervision can be accomplished. The successful community centers already in existence are continuing testimony to this fact. Some possibilities for using schools more effectively have been explored in this paper. But none of these approaches provides the essential ingredients--total involvement and, if you will, escape from the ever-present slum conditions which delimit effectiveness of educational approaches in advance. I see no alternative to escape and re-establishment of involvement in a space-to-move-and-call-one's-own context. One such attempt has resulted in high-rise living, but relocation without reinvolvement through comprehensive family programs holds temporary promise at best. Such relocation has three major deficits: (1) too many impoverished people remain crowded in a small area; (2) such relocation does not remove the problem far enough from its source--problem schools and problem neighborhoods; and (3) comprehensive family educational programs with imaginative people, media, and facilities are not built into the relocation plans. The systematic relocation of slum families from severely crowded areas paralleled by massive physical and educational renewal of all areas involved, including those left behind, may ultimately become our goal. The feasibility and success of such an undertaking can be tested by a pilot project. The collaboration of professional groups, community agencies, industry, and government would be essential for total involvement projects of this nature.

Many of the present piece-meal programs will run their course of limited success or failure before the wisdom of total involvement is finally established. The present strangle-holds of bureaucratic bookwork and political patronage presently rule such revision remote.

Intermediate to the widespread establishment of broadly based centers of learning in re-established family centers--urban or rural--are the possibilities of leasing state camping centers (Boy Scout Camps, 4-H Camps, etc.) for experimentation as media centers for disadvantaged children and their parents. Here, on a 24-hour basis new media could be explored, new patterns of living could be tried on for size, personnel for helping with instructional programs in communities could be identified, health deficits

could be cared for, and family members could play and learn together in a total involvement context.

Molding the Educational Image

Another problem that faces the educator is the misrepresentation and diminution of public education by mass media. Gerbner[15] explored some aspects of the relationship between the schools and mass media. His review left little doubt of the image of public education held by mass media enterprises and their audiences.

In personal success stories of popular magazines, the star of media--apart from politicians--was depicted in 90 per cent of the articles. The majority of those people immortalized on person-to-person type television shows came from entertainment and mass media. The teacher in literature is an "inhibited, sexless prune. . . stooped, gaunt, and grey with weariness." American movies portray teachers' opportunities for success in love with anybody at 50-50. The film teacher leaving the profession became a successful entertainer five times out of six.

An analysis of 56 fiction stories dealing with teachers in the Saturday Evening Post revealed:

> Most teachers were represented as coming from the outside, as aliens to the community, often in conflict with the community. . . frequently portrayed in material and financial difficulty. . . one-third of all teacher characters quit the profession. In no story was a teacher ever given a salary raise. . . no community took the initiative to build or improve schools.

A study of education news in daily newspapers, by Gloria Dapper and Barbara Carter in Saturday Review (March 17, 1962) found that, "if you depend on your local newspaper for information on education, chances are you have virtually no information or perspective on the major national issues in education and only the most fragmentary view of even the local school picture."

Gerbner suggested three courses of planning and action that continue to represent critical areas of need: (1) schools must find ways to improve relations with mass media and work toward improving the quality of educational reporting; (2) schools must involve the parents in schools, trying to educate them directly; and (3) curricula must reflect the needs and demands of 20th century popular culture.

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[15]George Gerbner. "Teachers and Schools in the Mass Media," Phi Delta Kappan. XLIV, February 1963. p. 202-205.

However, no amount of reporting or orienting will permanently shape a favorable image that does not exist. It is precisely to this objective--the development of an image worthy of projection--that education needs to muster its strength. Arrowsmith[16] masterfully presents the educational challenge of our time:

> ...so long as the teacher is viewed merely as a diffuser of knowledge or a highly popularizer, his position will necessarily be a modest and even menial one. . . there is no necessary link between scholarship and education, nor between research and culture.... It is men we need, not programs. It is possible for a student to go from kindergarten to graduate school without ever encountering a man--a man who might give him the only profound motivation for learning, the hope of becoming a better man. Learning matters, of course; but it is the means, not the end...

Instruction through media other than books is no more mechanical or impersonal than books. Yet proliferation of remote prescription and cumulative loss of the human touch will extract its price from involvement, commitment, and personal meaning. New media holds great promise for reshaping the character of teaching, but limited prospect for rebuilding the character of teachers. . . or of the disadvantaged.

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[16]William Arrowsmith. "The Future of Teaching." Address to the American Council of Education. New Orleans. October 1966.